

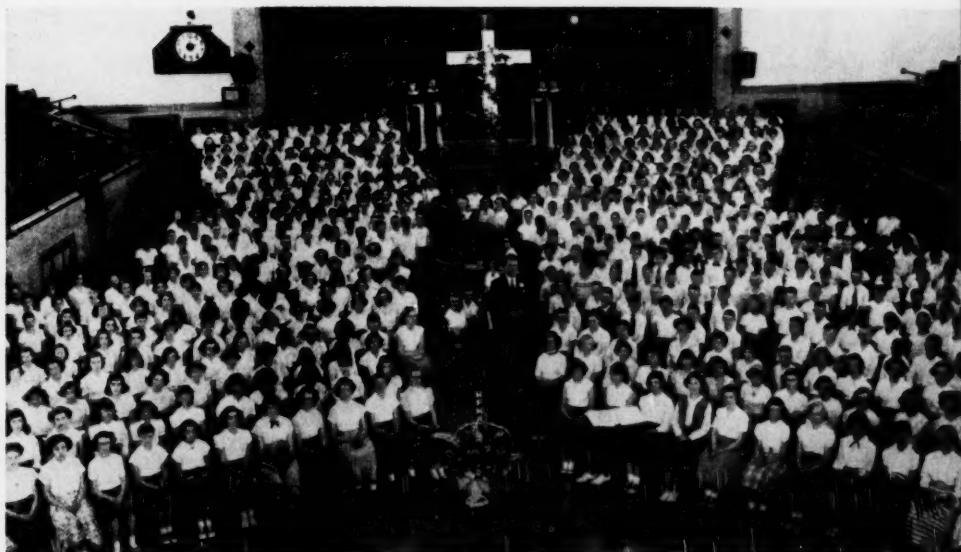
School Activities

The National Extracurricular Magazine

APRIL, 1954



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Easter at Meeker—Meeker Junior High School, Greeley, Colorado

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School Activities

HARRY C. MCKOWN, *Editor* C. R. VAN NICE, *Managing Editor*
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As the Editor Sees It



We are delighted to welcome to our Advisory Board six enthusiastic and successful workers in extracurricular activities—Johnston, Sterner, Thomas, Tompkins, Van Pool, and Wood, brief sketches of whom appear on pp. 243-244. **SCHOOL ACTIVITIES** is not a "house organ," is not obligated to any organization or individual, and is not a one-man magazine. Its obligation and responsibility are to the field of activities. And individuals most competent in this field establish its policies, select its content, and promote its interests. If it were not for these competents there would be no **SCHOOL ACTIVITIES**.

In his excellent article, "Student Teaching in Extracurricular Activities" (our February, 1954, number), Prof. Frank L. Steeves designates three essentials in the preparation of a beginning teacher, (1) personal activity experience, (2) formal course work—general and specialized courses, and (3) supervised direction of at least one activity. A most sensible program of preparation!

This experience-courses-practice program is somewhat approximated in athletics, music, dramatics, speech, and debate because of their close relationship to pertinent curricular courses. However, despite the fact that it is just as logical, in student council, assembly, club, home room, finance, supervision, and administration very little is being done beyond a general course in activities. And, not always but far too often, this course is very, very weak.

The reason is quite apparent. Just as many a sponsor is assigned to an activity because of tradition, or vacancy of period, or for some other downright stupid "reason", so also are more than a few college professors stupidly assigned to teach the activities course. The feeling is that anyone can teach this course, so it goes to some professor whose schedule is unfilled (or for some other similarly vacuous "reason"), irrespective of his experience, interest, or general competency.

The professor then reads a book or two and "teaches" the course, frequently much to the disgust of his students who know far more about it than he does. (We have a fat file of letters to support this point.) The net result is a

"snap" course, but one which satisfactorily completes the professor's schedule, and brings the student credit—and little else. Many of our school of education deans have not met, and are not meeting, this important responsibility intelligently. And until they do, our activities will continue to suffer.

Quite a number of general magazines and Sunday supplements now include articles on "Our Schools." The fact that these descriptive-evaluative stories are written by professional writers instead of professional educators may be all to the good. However, it is well to appreciate that in order to be salable these articles must be popularly, not scientifically, written, and hence they tend to over-illustrate and glorify (or deglorify) exceptional practices, procedures, and materials. Still, they should be beneficial.

The other night at a PTA program we sat through an hour-and-a-half of pupil recitations, songs, skits, impersonations, etc., meanwhile anticipating the address which was to follow. Upon being introduced to that tired audience the speaker told a couple of stories, made a few comments, and sat down. We were sorry not to hear his address but we agreed with his procedure. A children's-day program in no way represents the ideals for which the National Congress of Parents and Teachers strives.

Increasingly, schools are substituting a respectable and supervised senior trip, picnic, or other outdoor event for the traditional "sneak day." Although perhaps this may not quite satisfy the seniors' desire for mystery, escape from authority, etc., yet it does represent a very sensible—and safe—school event. And it, too, can be made "adventurous."

Summer will soon be here again, and hence it is now time to begin to plan for next fall's club, exhibit, newspaper, home room, and assembly reflections of interesting and profitable vacation experiences. Keeping these possibilities in mind this spring should help to capitalize them better next fall for those who have not been places or seen things.

Meet Our New Advisory Board Members

EXTRACURRICULAR ACTIVITIES as a seriously recognized educational field began really to grow up with the publication, 1925-1940, of more than 30 pertinent books. And during this same period SCHOOL ACTIVITIES—originally a sort of school-carnival-and-stunt-program magazine, also began to mature. So it was quite natural that its staff should turn to authors for its Advisory Board members. And these men served nobly.

With the rapid development of the field, and especially of the numerous state, regional, and national activity organizations, the names of "unknowns"—workers rather than writers—began to appear. So from time to time a few of these were added to the Board.

Recently we have felt that a still more efficient capitalization of the practical experience of activity leaders should be made. So, after considering a long list of excellent possibilities for the Board, we finally selected those whose thumbnail sketches appear below. Every one of these men has had a rich, varied, and successful experience in the activity program. Doubtless many of our readers already know, either personally or through their addresses, contacts, and writings, some of them. SCHOOL ACTIVITIES is happy, and proud, to present these new Advisory Board members to its readers.

Edgar G. Johnston is professor of Education at Wayne University, Detroit, Michigan. He holds one degree from Wooster and two from Columbia University, and had additional training at the Sorbonne, Paris. Following experience in the public schools of Pennsylvania, Ohio, Washington, and California, he was Principal of University High School, University of Michigan, for ten years. He is a member of several regional and national educational organizations and committees. As author of "Point Systems and Awards," "Administering the Guidance Program," and (with R. C. Faunce) "Student Activities in Secondary Schools," plus frequent reports and articles, Dr. Johnston has contributed materially to the literature of student activities.

William S. Sterner, Assistant Professor of Education at Rutgers University, New Brunswick, New Jersey, obtained two of his degrees from the University of Pennsylvania and one from Rutgers. His public school days as teacher of mathematics, department head, guidance director, and high school principal also brought him a wide experience in extracurricular activities. For many years he has served in an advisory capacity to the New Jersey Association of High School Student Councils which, incidentally, he helped to reorganize a decade ago. Dr. Sterner directs its publicity program and leads its Problem Clinics. He serves on a number of state and national committees. He speaks often, and has published many articles in professional journals. Quite pertinent is the fact that his doctoral dissertation was on the topic of the preparation of sponsors of secondary school student activities.

E. A. Thomas is Commissioner of the Kansas State High School Activities Association, and Editor of its monthly JOURNAL. His professional preparation was obtained at Kansas and Washburn Universities. His 17 years of public school experience were from the bottom to the top—one-room rural school teacher, high school coach, music director, principal, and city superintendent. "E. A.," as he is commonly known, was appointed as the first full-time Executive Secretary of the original Kansas High School Athletic Association in 1927, and became Commissioner when the present Association was organized in 1937. This Association organizes, promotes, administers, and supervises ALL interschool activities—athletics, dramatics, speech, debate, student council, etc., as well as two general youth organizations, Kays, and Kayettes. Last month its new and specially designed building, erected with its own funds, was dedicated. Mr. Thomas and his staff spend much of their time at the Association's numerous clinics, conferences, festivals, camps, and tournaments which are conveniently scheduled over the entire state.

Ellsworth Tompkins, who is Specialist for Large High Schools, U. S. Office of Education,

Washington, D. C., holds degrees from Princeton and Harvard. He was teacher of English and Speech, Vice-Principal, and Principal of Eastside High School, Paterson, New Jersey, 1926-1947. His radio experience includes positions as Educational Consultant and Program Assistant, WJZ, New York, and WRC, Washington, D. C., and Director, WODA Free High School of the Air, Paterson. Dr. Tompkins is a Past-President of the Board of Directors of Fairleigh Dickinson College. He is a member of a number of national educational committees, and a frequent contributor to professional magazines on secondary school administration, organization, and supervision, and student activities.

Gerald M. Van Pool, a native of Wisconsin, is Director of Student Activities, National Association of Secondary School Principals, Washington, D.C. His degrees came from the University of Michigan. He had several years of teaching and administrative experience, his last position being that of Dean of Men at the Milwaukee Vocational School—the largest of its kind in the world, having a weekly enrollment of some 20,000 students. Prior to his present position, "Van" was Executive Secretary of the Wisconsin Association of Student Councils. Since entering the National Office in 1947 he has met and consulted with, and addressed, student and teacher groups in every state in the union. He is a frequent contributor to professional literature. His success in promoting the development of state associations of student councils, as well as The National Association of Student Councils, has been outstanding.

Donald I. Wood is Executive Secretary of the Texas Association of Student Councils. He, too, has had a varied public school experience and now teaches at the George W. Brackenridge High School, San Antonio. Last year Mr. Wood was on leave with a Ford Foundation Fellowship, doing student activity work at Harvard, Columbia, and George Washington Universities. He is officially connected with the National Association of Student Councils and has done considerable field and committee work for it. His reports and articles in STUDENT LIFE, SCHOOL ACTIVITIES, and others are always practical and beneficial.

To repeat, we are happy, and proud, to add these men to our Advisory Board. We know that they will help you.

Survey of Interest in Comic Books

ROBERT WAYNE
Orientation Teacher
Herbert C. Hoover School
Merced, California

A survey of interest in different types of comic books was made in ten sections of 7th graders comprising 140 boys and 157 girls, making a total of 297 students. Each student was asked to select four types of comic books preferred from a listing of 15. Samples of all types were displayed from the comic books brought to the orientation class by the students. 1128 responses were tabulated from the grade. No comic book could score more than 282 (1128 divided by 4). Results were:

	Score	Score	
1. Cartoon	199	8. Crime	57
2. Teen Age	141	9. Classics	54
3. Horror	117	10. Superman	51
4. Romance	114	11. Animal	45
5. War	103	12. Western	36
6. TV	68	13. Sports	27
7. Jungle	62	14. Crazy	26
		15. Space	18

It seems to be significant that in spite of the wide variety of comics offered, the cartoon comic still is in wide favor among the youngsters. The Walt Disney, Bugs Bunny, Little Lulu comics still have the widest appeal to the 7th graders.

Some replies as to "why I like comic books":

- "They are interesting, and it is just something to look at if there is nothing else to do."
- "They are amusing and not boring."
- "They are not so complicated."
- "I don't like comics as a rule; my mother and father hardly ever let me have any comics because they think it is a waste of money."
- "They help pep me up when I am tired."
- "They give a short story and are simple to understand."
- "I don't like comics if there is a good book around."
- "They keep me at home instead of going out and getting into trouble."
- "I don't like comics."
- "You can see what you are reading."
- "You can learn from them."
- "They are more interesting than other books. I get more meaning out of them."
- "I think that it is fun to read about things you know will never happen."
- "They relax me after I have been doing homework."
- "They are not fit for anybody to read."
- "I get more comfort in looking at pictures."
- "I would like to read a book much more."
- "They are good books for enjoyment when you do not feel like reading a feature length book."
- "You can pack them around wherever you go."

"We recognize in so many ways the physical powers and accomplishments of our students in athletics—there should be equal reward for academic ability."

Honor in a New Perspective

IN THE AUDITORIUM OF OUR HIGH SCHOOL, there is a plaque bearing an inscription by Alexander Pope:

"ACT WELL YOUR PART
THERE ALL THE HONOR LIES."

THIS SEEMS LIKE GOOD ADVICE not only for dramatic hopefuls but also for anyone who is entrusted with a role in the important theatre of living—yet as we think about it, we find that not very often do we give young adolescents in school opportunities for a real part to play: We seem willing enough to let them participate in "extracurricular" activities and tally their score under a column labeled "They." But when it involves *us*, we are too zealous of our own results to involve them realistically in working with *us* toward common goals.

If this is preeminently true of our attitude, it is ill-advised from the start, but it is more ominous when we realize that even with pupils whom we have labeled "honor society," we too often maintain a type of "busywork" which tends to operate in an emotional vacuum. Ushering at school functions and counting pennies in a charitable drive should not be their level of performance (but so often is as reports indicate.)

So this year we in the Ellenville High School decided that it was time for us to stop circumscribing superior abilities with run-of-the-mill

IDA BESDESKY

English Department

MORRIS D. KAUFMAN

Science-Mathematics Department

Ellenville High School

Ellenville, New York

activities in the case of our Honor Society members. This group is composed of 15% of the seniors who have been selected by the faculty on the basis of their attainment of a three year scholastic average of at least 85%, and who, in addition, have met standards of leadership, character, and service.

A faculty committee (composed of administrators, advisers of the junior and senior classes, and Honor Society), working on the recommendation of the rest of the faculty, vote on the final selection of members. They are then "tapped," inducted, and promptly relegated to the filing index marked "Societies—Honorary." This last sentence has been true, but fortunately the tense of the verb may be changed to "were," for we have now come to the realization that school life provides many situations that may be considered important proving grounds for testing competencies of students before graduation.

Midyear examination time was approaching with its heightened tempo of mental and physical activity—its apparent gulf between pupil learner and teacher mentor. Then an idea "whose time had come" developed in the minds of some of the committee. Those people who had been singled out previously for their competencies could now get an opportunity to serve the school in a real liaison capacity. A plan was proposed along three lines, all involving Honor Society members.

1. Honor Society members should be exempt from all school examinations (with the mutual approval of pupils and teachers concerned).
2. Honor Society members were to serve as tutors in all subject fields at a time and in a place agreed upon by the tutor and persons requesting help.
3. Honor Society members were to serve as assigned proctors during all school examinations.

Our Cover

The upper picture was contributed by the John Marshall High School, Richmond, Virginia. It shows a group of students, members of the office practice group, busily engaged on the various machines. This is a part of the business department in the school.

The lower picture shows the personnel and setting for the Easter program presented at Meeker Junior High School, Greeley, Colorado. The program is presented for students, faculty, and friends. It is one of the highlights of the year in this school. The program is broadcast, among other things, and is an excellent public relations project. See page 255, this issue of *School Activities*.

This was, of course, in cooperation with one or more regular teachers in the room.

The outlined plan was submitted to the faculty to give them an opportunity to accept, reject, or modify it. It was obvious that there were tradition-defying elements inherent and these would need explanation and justification. Of the 21 teachers who expressed themselves in writing, 15 were favorable to the plan with no reservation, 5 were in favor with certain reservation and 1 was opposed to it *in toto*. Reservations centered mainly about the question of exemptions, and as one can readily see in the following points were linked with traditional concept of exams and marks.

1. Exemptions will tend to make exams a penalty for those not in Honor Society and a reward for those members.

2. Students should take exams because they need "practice" in taking exams.

3. Exempting students from exams deprives them of the "incentive" of achieving high grades.

The other reservation asked for an indoctrination period for pupils before they be allowed to proctor. One teacher could not see the value of the step "at present."

Some teachers were highly enthusiastic, realizing the functional character of the entire proposal. Many realized that there might be imperfections but enjoyed a bit of educational "pioneering." Not all frontiers have been pushed back even on the much traveled terrain of the secondary school. One teacher of mathematics phrased it this way:

"I highly approve of both the purpose and procedure of this plan. I have long felt that more recognition was due the students who not only work hard, academically speaking, but are also working hard to better themselves and the school. We recognize in so many ways the physical powers of our students in athletics—there should be equal reward for academic ability. These students will certainly be a help in proctoring to relieve the teachers of routine procedures. Let us hope that this plan will place many of our high caliber students in the teaching profession."

Since majority opinion favored the plan, we did adopt it last January. It is rewarding to report that teachers who were half-hearted in their support later praised the way in which pupils tutored and proctored. And above all, they realized that a pupil's educational progress did not

line into a plateau because of his not taking their one midyear examination. As a result of exemptions, members of the Honor Society and underclass aspirants see more meaning in the scholarship clause.

Teachers were relieved of many routine tasks during the progress of the examination, and pupils had the exhilarating experience of more personal activity. More mature goals have been set—all tending to develop character, ingenuity, and ability. From sporadic tutoring attempts on the part of pupils, there are now growing within the school various subject "clinics" with trained teachers and student tutors in attendance. In this whole process we will further see our pupils as people—how they feel, what new experiences they are capable of meeting. The pupils in turn will be better able to identify themselves with and understand the problems of the teachers. All these considerations may color human relationships more than many other factors which we usually construe as essentials in the teaching-learning process.

A potential vocational aspect grows out of the increased opportunity for service. If even this nucleus of students is familiarized with a teacher's work and responsibility, the whole educational picture may be more clearly understood and interpreted. These activities may give young people a changed perspective of the teaching profession, and so worthwhile people may be recruited as members. So sometimes the finished structure is even more meaningful than one could conceive in the blueprint stage of design.

And what about the students? How do they feel about this? These are the ways in which some of them expressed their feelings:

"I feel that with these privileges, students will strive harder toward the goal, for Honor Society members who are already in Honor Society will keep their marks up in order to be exempt from exams, instead of taking the attitude that once they are in Honor Society, they do not have to work harder any longer. Teachers also will give more careful consideration toward those students whose names they recommend for admission to the Honor Society."

"Having proctored several exams, I feel the Honor Society plan is entirely workable. I found proctoring interesting and helpful. It gives one a sense of responsibility and it assists teachers in a room. Although a proctor's duties are relatively simple, they are, nevertheless, necessary func-

tions. I have observed, also, that the Honor Society is held in much higher regard than it was previously."

"An Honor Society student may gain a broader understanding of a subject by teaching it to people of different abilities. While trying to find the learner's problem, he may note common fallacies in reasoning. Thus, he will acquire a more complete understanding of reasoning. Through teaching, he will learn."

"Since I was exempt from two of four exams during midyears and I have the chance to be exempt from only one when finals approach, I feel I can criticize the Honor Society plan without bias.

"Proctoring, although a minor task, is a great honor and, I feel, other students look up to Honor Society members because of it.

"Exemptions also come in this category. Underclassmen have a new incentive to try and attain membership in Honor Society.

"Tutoring is excellent apprenticeship for future teachers. I think if Honor Society members can tutor, they will realize other aspects of teaching.

"In brief, I am completely for the program advanced and think it should be carried out to the utmost by students and teachers alike."

It appears from the remarks of the students and the observable attitude of other pupils and teachers that this experiment was sound and bears further enlargement. The responsibilities given have been within the ability and interest range of the pupils. If some of them have to stretch and grow a little in the process, even more will be gained. The activities devised follow the original pattern of the qualifications for Honor Society—scholarship, leadership, character, and service. Pupils have been made to feel that they have a more active part to play in this business of learning and teaching. Cooperative tendencies in individuals are further developed through the resulting interaction of student, honor student, and teacher.

These ideas are but a small part of a larger plan to educate people who will see in the total school program an insistent core of meaning, who may enjoy its impelling challenge, and who can develop personal confidence in their ability to contribute to it successfully.

Student participation in making and interpreting the school policies—through a well-organized Student Council—promotes training and understanding.

Student Council, the Citizenship Workshop

THE IDEA OF STUDENT PARTICIPATION in the management and control of school activities and school life is not recent. Plato and Aristotle both outline goals and procedures which formulate some of the ideas and ideals. Instances of student participation are found to extent in medieval European universities, in Eton and Rugby of the British Isles during the late 1700's, in the school built by Petalozzi at Burgdorf in Switzerland, in Thomas Jefferson's comments on the College of William and Mary in 1779 as well as in his concepts of the program for the University of Virginia in 1819—to cite but a few of the historical references.

GALEN JONES
Director, Instruction Branch
U. S. Office of Education
Washington, D. C.

All these endeavors were based upon the sound principle that youth should learn to control themselves by being given ever greater responsibility as they are able to assume it. The major developments in the United States, nevertheless, of high school student councils have come since 1920. In fact, the number of schools which are deliberately fostering the student council as a central feature of their programs of citizenship education has been markedly accelerated during the past 15 years.

The theme of your 1953 conference, *Student*

EDITOR'S NOTE: This is a copy of an address made by Dr. Jones before the New Jersey Association of High School Council held at Rutgers University, New Brunswick, N. J.

Council—the Citizenship Workshop, is timely and important. It reflects nobly upon the insight and vision of your officers and advisers. No group of any age in New Jersey is better able than the one here assembled to deliberate on this subject with profit to themselves, their schools, and their communities. Consequently, without any attempt to entertain you this morning, I shall speak earnestly to the theme of your conference.

What Do We Mean By Citizenship in a Democracy?

When our forefathers, almost two hundred years ago, were drawing the blueprints for the American experiment in democracy, three basic ideas appear as the heart of the enterprise. These are:

1. That the individual personality is of unique and surpassing worth,
2. That the interdependence of the individual and society accents justice, and
3. That through reasoning and working together men may best solve their common problems and attain their common goals.

In my judgment these convictions of the great thinkers of the Western World have withstood all the doubts which have arisen during the years of our historical development, and the faith of our people has never been undermined. Even so the present national concern over juvenile delinquency, the ominous condition of the family in mid-twentieth century, the apparent breakdown of ideals and values among so many adults are widely heralded as indices of the need for the re-thinking of our program for citizenship education.

It is encouraging, therefore, to witness the activities of national commissions, State departments of education, city school systems, several universities, and many individuals all working steadily to find better answers to basic questions in education for citizenship. Prominent among these is the recent Citizenship Education Study of the Detroit Public Schools and Wayne University, and the current Citizenship Education Project under the leadership of Teachers College, Columbia University.

The emphases of these studies, particularly the completed Detroit Study, seem to classify

under four headings in answer to our question, "What do we mean by democratic citizenship?" Only brief references to them can be made this morning by reason of time limitations, but your study and experience will readily clothe them with meaning:

1. *The inherent dignity and worth of the individual* is central to our definition and faith. Respect for personality is the cornerstone of our American system of values. The preamble to our *Declaration of Independence* is an eloquent avowal of this as well as of our faith in Divine Providence.
2. Man can and should govern himself. The American conviction that the State is the creation of the people to serve them, rather than the people being creatures of the State, is all embodied in this statement. In a world sharply divided between totalitarian and governments of, by, and for the people this tenet is basic.
3. Every member of the Nation must understand Democracy's privileges and their attendant responsibilities. The Nation's schools have a peculiar obligation to stress responsibilities equally with the privileges. The hope is that all citizens, young and old, will cherish Antoine du Saint Exupery's noble statement, "To be a (free) man, precisely, to be responsible."
4. The use of the method of intelligence in solving problems is an indispensable tool for citizens. As a people we know that we must define a problem, secure all the facts, and present these through intelligent discussion which lead to persuasion, mutual adjustment and consensus.

Much of what we mean by the "American way of life" is embodied in the four criteria, sketched all too briefly above, in the endeavor to answer the question "What do we mean by democratic citizenship?"

As high school students, you are concerned with what you should learn, as well as how you should learn, in order to become effective citizens. It strikes me that a three-fold conviction, pointed up by the Detroit Citizenship Study, is pertinent. First of all you must develop a rather complete understanding of the meaning of democracy. Secondly, you must make some commitment to the values which are inherent to democracy, come to a belief which while placing a premium upon intellectual understanding also commands your affections. And, thirdly, you must have ample opportunities to practice the techniques and values which are involved.

The Student Council is the Citizenship Workshop

What has been said has been designed to point up the assertion that the student council

is the citizenship workshop. As a means of putting some flesh on the skeleton of some generalizations which I wish to make later, may I submit several illustrations of high school councils in practice.

When I am at home I drive to the Office. Sometimes I pick up a student on his way to school. Usually I ask him about his school and whether the school has a council. Surprisingly, often the reply is "I don't know." Frequently when he does know he doesn't know the name of the president or what activities are being carried on by the council.

In a large mid-western city a high school council was encouraged by its sponsors to help solve problems and were completely at sea. After several unproductive sessions they talked about tardiness and turned to the sponsors for answers. They had been conditioned to "authority" until they expected to be told what to do.

Later the council members learned that sponsors were really sincere in their wish to have real problems brought up and began to introduce a great variety of personal gripes. After some months the members gained understanding and problems of concern to the total school were the order of the day in all council meetings.

Another school council was faced with a problem of real concern to the whole school, namely, traffic congestion in the halls, and began to move quickly to action. With but little information, with very limited discussion, without consideration of those who might be affected by their decisions, with no analysis of possible consequences, motions were passed and action proposed. Here we have an instance of little ability to think critically and lack of assistance in problem solving.

They did not define and delimit the problem; no tentative conclusions were proposed; no real information was gathered; there was no weighing of evidence; possible consequences of their actions were not considered; and there was no testing of their conclusions. Later when these conditions were met, there were positive and rewarding results.

A high school in the Southwest was harrassed with problems of vandalism both in the school and in the community. The school council began an investigation. They defined the problem

clearly, suggested tentative conclusions, gathered information thoroughly, weighed the evidence carefully, considered all possible consequences of their proposals, reached and tested their conclusions. Their recommendations for action were considered forthrightly in the home rooms, by the entire faculty, by representative groups of school patrons and citizens, in several social studies classes, and by the city council.

The result was that their proposals for action were fully understood, the avenues of communication were open at every stage as they tried out and proved their undertakings, there were real changes in attitudes and behaviors, and the prestige of the student council and the school reached an all time high.

The foregoing illustrations are real and I trust carry their own significance. It is hoped that they may have some bearing upon the several criteria with which I would bring this presentation to a close. When and where the student council becomes the citizenship workshop most of the following conditions exist:

The council is so organized and operated that it affects the life of every member of the student body.

The students have and use the opportunity to do something for the school so that it runs better.

The students have the opportunity to think through the criteria for the selection of representatives to the council.

There are few, if any, restrictions on qualifications for candidacy to the council other than that of being a citizen of the school.

The faculty of the school understands and is involved in the student council's work and success.

The council is able to bring up, define, and try to solve the real problems of the school.

Every school citizen should have an opportunity to bring up problems for the consideration of the council. He must be aware that he can do this even though he may never use the prerogative.

The student council needs to work in some areas in which their decisions are final—really count.

May I congratulate you upon the privilege which is yours to be educated in a New Jersey high school. The New Jersey Association of High School Councils is one of the oldest in the United States. It has contributed mightily to the exemplary record made by the schools which you represent to the steady stream of responsible citizens who are being graduated from the secondary schools of New Jersey. Truly the student council is the citizenship workshop.

Information obtained by means of a questionnaire reveals many interesting things—counseling and guidance services prove to be of value to students.

Let's Know Our Students!

DO STUDENTS HAVE AS MANY PROBLEMS as we are led to believe? To whom do they feel most free to go for help when confronted with a problem? Are parents interested in their children's progress in school? Do the parents have the confidence of their children? Are the children satisfied with their home life? These questions and a few others concerned me if I were to better understand and help the students in my school. In addition, it would also be a big help to our teachers who dealt with these students daily in the classroom.

A questionnaire was used to collect information. It was answered by approximately 1,000 students in our high school. The questions were followed up with personal interviews of many students in order to clarify answers. Our student body contained slightly more girls than boys. Slightly over one-half of the student body is comprised of students from the rural area. The students represent a cross section of many nationalities.

The students were asked to answer the questions as frankly and honestly as possible and they were not to sign their names. The latter part enhanced greater truth in answering the questions.

After the questionnaires were gathered the data was recorded. Next followed personal interviews with many of the students in order to clarify some of the answers.

Below is a copy of the questionnaire used. The number in percentage pertains to the per cent of students answering the questions:

STUDENT QUESTIONNAIRE

Boy Girl Grade

1. If you had a problem to which person listed below would you feel free to go most often?

22.6%	Friend	19.3%	Father
9 %	Teacher	.1%	Brother
5.2%	Clergyman	3 %	Sister
.3%	Principal	.2%	Relative
3 %	Guidance Counselor	4.1%	Others
33.2%	Mother	—	No one

2. To whom would you feel free to go with a problem in school?

37.3%	Teacher	11.1%	Guidance Counselor
30.3%	Friend	1 %	Principal

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Director of Guidance

*Northampton Area Joint High School
Northampton, Pennsylvania*

3. Did you have a problem the past year but did not ask for help?

Yes 15.7% No 56.3% No reply 28%

4. What are some problems for which you would like an answer?

5. Did you receive help from anyone concerning a personal problem the past year?

Yes 60% No 20.2% No reply 19%

6. Do you feel you could go to your parents to discuss a personal problem?

Yes 86.2% No 6% No reply 7.8%

7. If your answer to question five is no please give your reasons.

8. Do your parents appear to be interested in your progress in school?

Yes 88.4% No 2.6% No reply 9%

9. Do your parents discuss school with you?

Yes 78.6% No 10.4% No reply 11%

10. Do your parents expect you to be in by a certain time each evening?

Yes 74.8% No 12.9% No reply 12.3%

11. How many nights a week do you spend at home?

One night	3.2%	Five nights	26.1%
Two nights	5.3%	Six nights	10.4%
Three nights	12.3%	Seven nights	12.1%
Four nights	22.9%	No Reply	6.7%

12. What time do you usually come in the house at night not including special occasions like parties, dances, school activities, etc.?

6-7 p.m.	1.1%	10-11 p.m.	15.1%
7-8 p.m.	7.7%	11-12 p.m.	11.4%
8-9 p.m.	20.1%	No reply	16.2%
9-10 p.m.	28.4%		

13. Are you satisfied with your home life? If not explain.

Yes 89% No 5.1% No reply 5.9%

Summary

1. Most of the students having a problem relating to sex, dating, boy-girl relations, etc. will go to their friends for assistance before going to anyone else. The reason for confiding in their friends is because "they are of the same age," "they have the same problems," "they won't laugh at them," "they can speak frankly," "they are more understanding," "they look at the problem in the same manner I do."

2. More students will go to their mother with a problem than to their father. The reason—"mother is more understanding," "she is more lenient," "not afraid of mother," "feel close to mother," "father is too busy," "father is more severe," "father doesn't understand me."

The problems taken to the parents are those that concern allowances, clothing, use of family car, going out at night, family relations, and friends.

3. About 9% of the students go to a teacher with a real personal problem dealing with—getting along with another teacher, family trouble, boy-girl relations, vocational plans.

In most instances these pupils named the teachers to whom they would go and why. The reasons: "Can talk to her," "she understands," "friendly," "trust him," "looks at the problems the way I do," "never too busy when you ask for help," "shows an interest in students."

It is interesting to note that since our school organized a guidance committee many students are taking their problems to these teachers.

The rest of the students who go to a teacher with a problem usually seek help in a subject, discuss their progress, discuss their grades in that subject, discuss plans for school affairs.

4. The majority of students feel their parents are interested in their progress in school. Also the majority of the parents discuss school life in general with their children.

5. About 26% of the students are still out at night after 10 p.m. The rest are in the house before 10 p.m. Those students who are out after 10 p.m. are those in the upper grades of high school, particularly juniors and seniors. The boys outnumber the girls in this practice.

The teen-age center organized in our community for teen-agers accounts for many who stay out after 10 p.m. on the two evenings that it is opened. On Friday evening it is open until 10:30 p.m. and on Saturday evening until 11:30 p.m. A few boys who set up pins in local bowling alleys also are included among those staying out after 10 p.m.

It is interesting to note that most parents expect their children to be in at a certain time, but whether it is complied with is a question to be determined.

6. Over half of the students spend at least from three to seven evenings at home. People in

the rural area spend the most evenings at home. They also come home earlier at night.

7. Almost all the students are satisfied with their home life. For those who are not they give the following reasons: (1) Parents separated. (2) Constant fighting and bickering between the parents. (3) Friction between the various members of the family. (4) Parents too strict. (5) Lack of nice furniture and other necessities caused by low economic status of parents. (6) Lack of love and concern of parents for children.

8. The most common problems which concerned the students were the draft, a job after graduation, going to college when lacking funds, family troubles, getting along with their parents, how to make friends, how to develop a nice personality, how to become popular, religious difference in dating, boy-girl relations, how to improve studying, choosing a vocation, how to improve their physical appearance, and overcome shyness.

Our school has made a definite attempt to answer some of the problems of the students. This is achieved through home room topics, student forums in the auditorium, and outside speakers. From time to time the superintendent, principal, guidance counselor, and the class adviser will discuss these problems at special class meetings or special assemblies.

Interpretation

1. Much of the sex information received by young people from other young people is dangerously incorrect. Most students are afraid to ask their parents about matters pertaining to sex. Very few received any sex instruction at home. Whether our school should widen the scope of its sex instruction it is currently teaching in its health classes and social living classes should be given serious consideration.

The guidance counselor has been consulted by many parents relative to giving their children proper sex instruction. The counselor recommended certain pamphlets for the parent's and child's use as a means of approach to the questions.

2. The students as a whole feel closer to their mother than to their father. This can be attributed to the fact that the student comes in contact more often with the mother. This is a natural occurrence because the father spends most of the day away from home.

3. Teachers should note the characteristics which students listed as the reasons they went to certain teachers with their personal problems. A happy and successful school life for both teacher and pupil depends on a pleasant and friendly relationship between the teacher and the pupil.

4. The low juvenile delinquency rate in our community in comparison to other communities may be attributed to the fact that the majority of students are home at night or are in before 10 o'clock. The fact that students may come unprepared with their home work may be attributed to spending too much time watching TV, engaging in some other form of activity, or the amount of home work demanded may be unreasonable. There is a great deal of evidence that students do not neglect their home work as much as is believed.

Since TV has once more brought the family together this means the parents must assume more responsibility for supervising the activities of the child in relation to time for studying, watching TV, etc.

5. The fact that students report most of their parents as being interested in their progress in school as well as in the school life of the student may come as a surprise to the school. It is a good indication that the school can get far more help from the home than it may have realized. Thus, through the media of letters, telephone calls, or personal visits, teachers and school officials can enlist the aid of the home in problems pertaining to the students.

The common belief that the home is not interested or concerned may be due to the fact that they are not cognizant of what is going on in school. It would be worthwhile for every school to analyze how many times it contacted the home when it experienced some difficulty with a student.

More school visitation on the part of the parent should be encouraged. Weekly columns on the activities of the local school and other educational information pertaining to the local school published in the local paper will help keep the home better informed.

The fact that only 15% of the students reported they had problems may be an indication that the common belief that students have a maze of problems and are confused and are aimlessly

wandering about seeking an answer may be over-emphasized. More and more we are reading about teen-agers and their problems.

Guidance counselors and other personnel workers have been led to believe that every student has lots of problems which await to be solved. Thus, some guidance worker may feel he has not gained the confidence of his students because they do not come flocking in to his office with some problems.

The less experienced counselor may call in a student and inquire if he has a problem. This can be illustrated by a case of a boy who was on his way to the guidance office for a conference. When asked by another student where he was going he casually remarked, "Oh, to the guidance office. I guess I must have a problem."

Most guidance workers will discover most of their work will deal with educational and vocational counselling, testing, interviewing, maintaining student records, and always being available to help any student who comes in voluntarily for a personal problem or is referred to the counselor by some teacher.

It is encouraging to discover that 60% of those students who had a problem received an answer. Thus, the school is reaching and helping the student more than they may realize.

Conclusion

In conclusion, it appears that frequently we are inclined to judge and formulate opinions based on a few incidents. In other words, if it occurs in a few cases then we assume it must occur universally or is a common practice. For instance, just because a few parents do not display an interest in their child's progress in school does not mean that all parents display the same attitude. Still many school personnel have lamented that parents are unconcerned so why should they knock themselves out trying to teach the youngster.

The study has exploded many of our beliefs concerning our students and the school. It reveals that we were magnifying the minority bad points and overlooking the overwhelmingly good points. We feel our students and school are no different from others. We believe other schools conducting the same study will get the same results that we got. It will be wise for every school to get to "Know Your Students."

There are many versions regarding the advisability of advertising in the school newspaper pertinent to the school, newspaper staff, and the public, in general.

Should the School Newspaper Carry Advertising?

THE SCHOOL NEWSPAPER should not have display advertisements," declared the sponsor of the North High School *Star*. "Of course the school paper should carry advertising," exclaimed the sponsor of Bayard High School's *Clarion*.

Whenever sponsors of school newspapers get together the odds are ten-to-one that this question will pop up in the discussion. It appears to be quite an innocuous subject—but to many journalism teachers and newspaper sponsors it is vital and stimulates much debate. Opponents of advertising in school papers have valid and pat arguments to defend their position and those favoring advertising have equally extensive and sound briefs for their attitude.

Over a period of years the author has chronicled pro and con arguments by teacher-students in a college class on high school journalism. This article is based on statements made by class members and also includes a brief background of advertising and suggestions on how to plan and conduct advertising in the school paper.

It should be explained that attitudes of student-teachers in the summer journalism classes were conditioned by practices in their respective schools. Some schools do not permit advertising in their school paper and subsidize publication through appropriations from student or administrative funds. Sometimes both sources of revenue, plus others are used. In schools where the paper is not subsidized advertising is generally one of the best sources of revenue.

Teachers opposed to advertising say:

1. "The school paper should provide writing experiences for the students. If it is cluttered up with advertising, there is not enough space for news and feature stories."

2. "I am an English teacher. It is not my job to teach business. Supervising the advertising program can be a full time business job."

3. "Solicitation of advertising for the paper takes the students out of class and away from school."

4. "Merchants are 'dunned' for everything. They will have more respect for the paper and

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the school if they are not solicited for advertising."

5. "Advertising places the school paper on a commercial basis. No medium of the school should be used to help one merchant gain advantage over a competitor."

6. "Advertising in the school paper takes advertising revenue from commercial papers. Commercial papers are or can be great supporters of the schools. Nothing should be done by the schools to impede the revenue of the commercial press."

Teachers favoring advertising claim:

1. "The advertising or business 'side' of the school paper provides numerous and varied learning experiences for many students. In journalism classes and on paper staffs there are some youngsters who do not have an aptitude for or interest in news and feature writing. They can find an outlet for their interests and abilities in the varied activities of the business department."

2. "Advertising in the school newspaper does not detract from the advertising lineage of commercial papers. Business men who believe in advertising, and most of them do or they are not in business long, budget so much money for advertising. The smart businessman knows it is wise to use several different media to get across his message."

3. "The solicitation of advertising teaches boys and girls many things they can use throughout life such as: (a) how to speak effectively; (b) how to sell; (c) how to layout an advertisement; (d) how to keep books; and (e) how to collect money and issue receipts."

4. "Advertising teaches youngsters to read and study the advertisements in commercial publications. Our economy is based upon advertising, to a great extent, and we should learn all we can about it."

Since most high school newspapers, including mimeographed publications, use some advertising, the following highlights will give a background on advertising and the suggestions may help advisers to direct successful and practical advertising programs.

Advertising is the "life blood" of the commercial newspaper and can be a valuable adjunct of the school paper. Some of the reasons why the school paper is an important advertising media are: (a) its selected readers are students and parents who will read a large percentage of the paper; (b) it has a known circulation figure and a fairly accurate estimate of the number of readers; (c) the reader can pick up the paper in his leisure and study the advertisements; (d) it is timeless for the paper is saved as a record of activities and events; and (e) complete information can be presented about something the advertiser wishes to tell.

We may think of advertising as a comparatively new business but it is old as civilization. Early Egyptian, Greek, and Hebrew history reveals that advertising was used by these people. In the ruins of Pompeii stone tablets and placards have been found announcing athletic contests, offerings of merchandise for sale, and listings of apartments to rent.

About ten years after the Civil War advertising first gave promise of becoming a fast growing business in the United States. Some people now living can remember when there was little advertising. Then it took years instead of days for useful products to become known. Only the wealthy could afford conveniences but with the appearance of advertising, which precipitated mass production, costs were reduced and the average citizen became a potential buyer.

There are two general types of advertisements—display and classified. Display advertisements may be considered in two categories. One is designed primarily to sell a product or service and the other is known as institutional or prestige and is mainly concerned with "selling" the name or establishing good will. This latter type is commonly used in school papers. Classified type of advertising is the typical want-ad—several lines of copy offering to buy, sell, or trade.

On school papers that use advertising, the staff may be organized into news and business departments. The latter includes advertising. Papers using advertising will need a carefully

planned budget showing estimated expenditures and income for the entire school year and for each issue. After it is determined how much money will be received from other sources, then it can be decided how much money will need to be raised from advertising. Advertising space in school papers usually is sold by the column inch. Commercial papers generally sell it by the agate line.

School papers sometimes develop advertising rate cards so a merchant who takes a large space or space for several issues will be charged less per column inch.

Advertising staffs should plan well their program before starting out haphazardly. The community can be organized into districts, even though it is small. Then each solicitor will know what merchant he will call upon. It is advisable to have the same student call upon the merchants continuously, if the contact is successful.

Perhaps one of the most important aspects of selling advertising is the contact between student and merchant. The student can learn much that will be helpful to him throughout his life. Let's start with an initial call. The student prepares himself with pertinent information about his paper including: (a) date of publication; (b) frequency of publication; (c) number of students in school; (d) the potential readers of the paper including parents and friends; (e) advertising rate card; (f) suggested layout or layouts for the prospective customer's advertisement; (g) copies of previous issues of paper; (h) identification card showing student is member of paper staff; and (i) contract forms that may be used for single sale or long-term sales. Some of these above suggestions will not apply to all student publications. Much depends upon the size of the community, size of the paper, past experiences, and other variable local conditions.

Student salesmen who are adept will know the name of the person in charge of a store's advertising. It may be the owner of the store, his advertising manager, or a clerk. If the person in charge of advertising is busy the student will wait or return at a time when the person is free.

When the student talks to the store's advertising manager, the young salesman should not say, as is frequently done, "You don't want to buy an advertisement in the *Bugle* do you?" Unfortunately the student is providing the prospective customer with a negative answer.

A satisfactory sales approach would be for the student to introduce and identify himself. Here is a good place to practice principles of speech. Enunciation, clarity, and forcefulness are attributes of a successful salesman.

The student gives his "pitch" and if possible shows the advertising manager proposed layouts. The "pitch" should tell about the paper, the number of potential purchasers who read the paper, and the thoroughness with which the paper is read.

Student salesmen should make it clear advertising in the school paper is not a donation. It is a legitimate expenditure for value received.

The merchant may want to use all or part of a proposed layout or he may have different ideas on the advertisement's content. The student

should offer to show a proof of the advertisement when it is set in type, if it is a printed paper (letterpress or offset).

After the paper is printed the advertiser should receive immediately a copy of the paper. When the statement is presented for payment it should be accompanied by a "tear-sheet". A "tear-sheet" is a page from the paper on which the particular advertisement appeared. This helps the merchant by showing him he is paying for something that was printed.

It is apparent that students who work in advertising receive a liberal amount of general education in art, English, speech, salesmanship, and accounting. Students develop abilities that will be of great value to them in high school, college, and adult life.

Assembly programs can be best in promoting student interest, understanding, interpretation, participation, school spirit; as well as public relations.

Easter at Meeker

HIGHLY INSPIRING AND SPIRITUALLY BEAUTIFUL ASSEMBLY PROGRAMS are presented by the Meeker Junior High School at least three times during the school year. We have found Thanksgiving, Christmas, and Easter opportune times to touch the lives of our nine hundred children and their parents and share with the community these all important days that so many people have allowed the material and commercial life to take over.

Our programs are the result of cooperative effort on the part of the faculty and students. Every year we hear people say, "This one was even more beautiful than last year." The English, dramatic, and music departments share the responsibilities when large numbers of students participate. The shop and art departments come in on stage help and construction work. Our program covers are attractively done by the art department. When other departments are needed they help, too.

Our Easter script for this year, arranged by Miss Gertrude Steinhardt, English teacher, followed the Easter story. Miss Steinhardt adapted her script from the Gospels of the International Edition of the Bible by John C. Winston Company, Philadelphia, Pennsylvania.

GRACE BRUCKNER
Meeker Junior High School
Greeley, Colorado

The script was enhanced by the careful selection of sacred music chosen by Miss Helen Beard, vocal music instructor at Meeker, who trained and presented over six hundred glee club students in telling the ever wonderful Easter message in song. Four student readers and a faculty member, interpreting the words of THE MASTER (VOICE), joined the glee clubs in presenting an altogether lovely Easter program.

The seventh, eighth, and ninth grade glee clubs opened the program with *Jerusalem* by Parker, the solo part sung by a faculty member. Then followed the *Palms* by Fauré, with the eighth and ninth grade girls' and boys' glee clubs participating. *Open The Gates of The Temple* by Knapp was sung by the eighth and ninth grade girls. After this introduction in song the script began:

First Reader: The disciples did as Jesus had commanded them and prepared the Passover.

Second Reader: Now when evening came Jesus sat down with the twelve to partake of the feast. And as they ate, he said:

VOICE: "Verily I say unto you, one of you who eateth with me shall betray me." (VOICE is heard from off stage.)

Third Reader: And they began to be sorrowful, and to say unto him: "Is it I?"

Fourth Reader: "Is it I?"

First Reader: And he answered:

VOICE: "It is one of the twelve who dippeth with me in the dish. The Son of Man indeed goeth, as it is written of him; but woe to that man by whom the Son of God is betrayed! Good were it for that man if he had never been born."

Second Reader: Then as they did eat, Jesus took bread, blessed it, and broke it and gave it to them, saying:

VOICE: "Take, eat; this is my body."

Third Reader: And he took the cup, and when he had given thanks, he gave it to them; and they all drank of it.

Fourth Reader: And he said unto them:

VOICE: "This is my blood of the new testament, which is shed for many. Verily I say unto you, I will drink no more of the fruit of the vine, until that day that I drink it new in my Father's kingdom.

Fourth Reader: And they all sang a hymn.

At this place in the script, the eighth and ninth grade girls' glee clubs sang William's *Hymn* and *Lamb of God* by Bizet. Then came the perfect singing of Malotte's *The Lord's Prayer* by the ninth grade girls' glee clubs. This exquisite number was followed by a student solo, *Go to Dark Gethsemane* by Dykes.

First Reader: Then Jesus went forth with his disciples over the brook Cedron, to a garden, known as Gethsemane, and as they entered the garden he said:

VOICE: "Sit you here while I shall pray."

Second Reader: And he took with him Peter, James, and John.

Third Reader: Soon he turned to them and said:

VOICE: "My soul is exceedingly sorrowful; tarry here and watch with me."

Fourth Reader: Then he went a little farther and prayed that, if it were possible the hour might pass from him. Three times he returned to find the three who were on watch, sleeping. The third time he said unto them:

VOICE: "Sleep on now, and take your rest; it is enough, the hour is come; behold, the Son of Man is betrayed into the hands of sinners. Rise up, let us be going: behold, he that betrayeth me is at hand."

First Reader: And immediately, even while he spoke, Judas came with a multitude armed with swords and staves and Judas went straight-way to Jesus and said:

Second Reader: "Master, Master!" and kissed him.

Third Reader: And Jesus replied:

VOICE: "Judas, betrayest thou the Son of Man with a kiss?"

Fourth Reader: And they laid hold of Jesus and they led him away unto the High Priest Caiaphas.

The eighth and ninth grade mixed glee clubs, at this place in the Easter story, sang *The Stranger of Galilee* by Morris and *God So Loved The World* by Stainer. The script continued:

First Reader: The next morning the multitude arose and led Jesus before Pontius Pilate.

Second Reader: After examining Jesus before the crowd, Pontius Pilate spoke to them saying:

Third Reader: "I, having examined him before you, have found no fault in this man."

Fourth Reader: But the crowd cried, saying, "Crucify him, Crucify him!" And Pilate gave sentence that it should be as they required. And he delivered him unto them.

The entire chorus of six hundred voices sang *Oh! Holy Jesus* and *The Holy City* by Adams before the script continued:

First Reader: They put a crown of thorns upon his head and mocked him, saying, "Hail, King of the Jews!" Then they led him away to be crucified.

Second Reader: As they led him away, they came upon Simon, a Cyrenian, coming out of the country and they compelled him to bear the cross for Jesus.

Third Reader: And when they came to Calvary, they crucified him—one of the thieves on the right hand and the other on his left.

Music: *Procession to Calvary* and *Legend* by Tschaikowsky, arranged by Cain. These numbers featured the eighth and ninth grade glee clubs and the seventh grade girls' glee clubs.

Fourth Reader: Then the soldiers took his garments and divided them into four parts, giving each soldier a part. But the robe was without seam so they said:

First Reader: "Let us not rend it, but cast lots for it, to find out whose it shall be."

Second Reader: This was as the Scripture foretold, "They parted my raiment among them, and for my vesture they did cast lots." These things therefore the soldiers did.

Here glee clubs again took up the theme with a Negro Spiritual, *My Lord, What A Mourning*, Old Crusader's Hymn, *Beautiful Savior*, arranged by Riegger and Gounod's *O Divine Redeemer*.

Third Reader: Now there stood near the cross of Jesus his mother and his mother's sister, Mary the wife of Cleophas and Mary Magdalene.

Fourth Reader: And when Jesus saw his mother and the disciple whom he loved standing by, he said:

VOICE: "Woman, behold your son."

First Reader: Then he said to the disciple:

VOICE: "Behold thy mother!"

Second Reader: And from that hour the disciple took her into his own home.

Third Reader: After this, Jesus knowing that all things were now accomplished that the Scriptures might be fulfilled, said:

VOICE: "I thirst."

Fourth Reader: Then they filled a sponge with vinegar and placed it on a reed and put it to his lips.

First Reader: When Jesus had received the vinegar, he said:

VOICE: "It is finished!"

Second Reader: And he bowed his head and gave up the ghost.

Music selections here may be *It Is Finished* by Dykes and *Were You There When They Crucified My Lord?* It will depend on what length program you wish, whether you select one, two or three songs.

Third Reader: After this a rich man of Arimathea, named Joseph, a disciple of Jesus, went to Pilate and begged the body of Jesus.

Fourth Reader: Then Pilate commanded the body be delivered.

First Reader: When Joseph received the body, he wrapped it in linen and laid it in his own new tomb, which he had hewn out of rock and which had not been used by man.

The place to sing *In Joseph's Lovely Garden*, Traditional Spanish, arranged by Dickson is here. Selected group of seventh grade children do this song beautifully. Other songs may be used here too, if the director so desires.

Second Reader: As it began to dawn on the first day of the week, Mary Magdalene and the other Mary came to the sepulchre.

Third Reader: And behold there was a great earthquake for the Angel of the Lord descended from Heaven, and came and rolled back the stone from the door and sat upon it.

Fourth Reader: And the angel said unto the women: "Fear not; for I know that you seek Jesus who was crucified. He is not here, for he is risen."

To close our program *O Bells In The Steeple* by Norris, *St. Theodulph's Hymn* by Teschner and Nyvall's *Allelujah* were used. However, there are a number of other songs that could be used to bring the Easter message to a fitting close.

To share this Easter program with as many as possible, we send invitations to parents and the Ministerial Association. Many local church bulletins carry an announcement of our program. Our daily newspaper is very cooperative and prints the entire program with the names of students taking part. All this is good public relations. Most important of all are personal contacts: students asking their own ministers to attend, faculty and students personally inviting friends as well as parents to be present at our programs. In this way we have no difficulty in having a large and appreciative audience. We also send the Easter message beyond the school assembly, for each year we broadcast our Easter program over one of our local radio stations.

Too long we have been altogether too fearful of giving to our children the heritage that is rightfully theirs. In our glee clubs of six hundred youngsters, we have Catholics, Jews, and Protestants, black and white, and in between, joining their voices together in "ALLELUJAH."

Meeker is unafraid to instill in the hearts and minds of children the spiritual needs.

You, too, must not be afraid. Keep Easter as you keep Christmas.

Baseball's Farm System and the Newspaper Staff

GEORGE REINFELD
Adviser, The Phenix
Westwood High School
Westwood, New Jersey

The originator of baseball's farm system, Branch Rickey, built a baseball empire that has kept the St. Louis Cardinals in pennant contention for nearly fifteen years. The products of his efforts to locate and train talented young players are today still keeping his former team in the limelight of the baseball wars although he has not been connected with St. Louis since the end of World War II.

The large high school with its thousands of students should produce the necessary talent for putting out a good school newspaper but it is in the smaller schools with their limited enrollments that a scouting and training program must begin early in order to produce the flow of keen young journalists needed to put out a good newspaper.

At Westwood High with the cooperation of the members of the English Department and other faculty members, we have been able to establish a system that has yielded yearly dividends in the form of trained students who have been able to fill top editorial posts in their sophomore or even freshman years after having been selected in grades seven and eight to become a part of the apprentice system.

Students who are able to accept these responsibilities during the first years of their high school careers may well develop into the mature writers who are able to be of great service to the student body and to the school.

An excellent example might be the girl who was recommended to the Westwood *Phenix* staff by the ninth grade English teacher. The teacher discovered that in every set of notebooks which her class turned in, there was one which contained several pages of highly humorous critical commentary on the subject matter of the notebook. This girl joined the staff and rose rapidly through the ranks from reporter to Features Editor and is now under consideration for the post of Editor-in-chief during her senior year.

The present Editor-in-chief was accidentally given the position of Exchange Editor in her freshman year. This post, a nominal one, merely called for the mailing of copies of each issue to other schools each month. From this humble be-

ginning she was able to move up to a page and before long was holding down the News Editorship. This experience had led the staff to choose a promising freshman each year to distribute exchange papers. He is allowed to meet with the editorial board and is eligible for discussion although not privileged to vote. The job has expanded with the quality of the personnel to include correspondence with other schools, the maintenance of a bulletin board for exchange papers, and note taking at all meetings of the editorial board.

A tradition has been established that the Exchange Editor is nearly certain to rise in the ranks to an important position; indeed, if the neophyte journalist can handle successfully the duties at this level, he will certainly be ready for the more arduous work to follow.

The same procedure is valuable in the selection and training of business staff members. This year we added to our staff the younger sister of last year's Business Editor. The girl is in the eighth grade and we accepted her on the supposition that she would learn enough to be of value in a few years. To the surprise of the sales staff, she was able to bring in over twenty inches of ads by the second issue. Training at such an early level will pay valuable dividends. Think of what she will do as a senior!

We have strengthened our scouting system this year by adding a cub classification under which a new reporter is granted full staff membership and privileges upon the publication of ten column inches of copy and one bylined story. The requirements of ad salesmen are ten inches of ads for one issue. This gives the new person a goal to strive for and gives the staff a chance to ascertain the value of the candidate before he is assigned editorial duties. The farm clubs indeed "pay off" in a well-rounded and versatile staff that is able to handle competently the news of their high school world.

THE WORLD'S SECRET

A father, anxious to test his young daughter's knowledge of geography, cut a map of the world from a newspaper and clipped out each country, making a jigsaw puzzle. To his surprise she finished it in record time.

"How did you do it so fast?" he asked.

"Well," she replied, "there was a man's picture on the other side and when I got him all together the world was all right."—Wisconsin Journal of Education

The freshman's first day and first year are the most important—a successful orientation, preferably in the spring, is a must for secondary schools.

We Welcome Our Freshmen

SCHEDED TO HAVE an ever-growing population in Hinsdale Township High School for several years, administrators, teachers, parents, and pupils have worked out a program of welcome and orientation for all freshmen who enroll. By joining forces, they have worked out a unified program of high school experiences which start several months before the prospective pupil becomes a full-fledged member of the high school student body.

First step in the organization was the setting up of a large "omnibus" committee known as the Community Orientation Planning Committee. Although the committee is somewhat unwieldy by nature of its large membership, it is also broken up into smaller sub-committees to work on needed projects.

These projects include high school visitation, testing, and social functions. As initially organized, the committee is composed of one parent, one eighth grade pupil, and one teacher from each of the eleven schools which sends pupils to Hinsdale Township High School. (The high school district encompasses approximately 25 square miles, and the elementary schools "feeding" eighth grade graduates into the high school are of three types—rural, parochial, and village.)

Additional committee members include the president of the freshman class, the head of the counseling, guidance, and testing program in the high school, Principal O. C. West, and at least one representative of the high school Student Council.

Mr. Marvin Griep, head of the counseling, guidance, and testing program, is the present chairman of the committee. Empowered by the committee, he sends a panel of representative high school pupils to each of the eleven schools to tell eighth graders, their teachers, and their parents what high school is like. The members of the panel explain courses and answer questions.

Another project is a visitation day for eighth graders. On this day, eighth graders who are "potential" freshmen come to the high school to register, receive orientation instructions, and en-

NAIDENE GOY

***Hinsdale Township High School
Hinsdale, Illinois***

joy a social program together. Not all eighth graders are in attendance at such a visitation.

Rather, a series of days are "staggered" throughout the spring to make it possible to work with more and smaller groups. Typical of such a visitation was that of last March 19 when eighth graders from four of the smaller schools came to take entrance tests in English correctness and algebra aptitude, to make a tour of the southeast wing of the building, to visit a student assembly, and to hear a panel of high school students discuss "What High School Is Like." Members of the Student Council served as hosts and guides.

As a rule, tests are administered in the "home" school unless the number in each school entering high school is too small to warrant sending a qualified test administrator to the school.

The Community Orientation Planning Committee has been an outgrowth of concerted action taken by representatives of the counseling staff, Student Council, social studies classes, the administration, teachers, and the Parent-Teacher Association. Through their program, each "feeder" school is contacted early in the spring by a member of the committee, and a pre-entry meeting is arranged, usually in the evening, when eighth graders and their parents may listen to the high school panel and to members of the high school administrative and counseling staffs.

At these meetings the course of study is explained, and parents are told what the school expects of pupils academically. Student handbooks and other materials are put in the hands of pupils to give them an insight into the school program.

Next step is the opening day of school when the entire morning is devoted to freshman classes and an orientation assembly, all run on a shortened schedule to cover briefly the activities of a typical day of school. The afternoon is devoted

to a shortened schedule for the other high school classes. At the orientation assembly, speakers include the superintendent of schools, the high school principal, and Student Council representatives.

Other orientation projects starting in the spring and continuing through the summer and fall are primarily for freshman girls through the auspices of the Girl Reserves Y-Teen organization. In this program, every pre-registered freshman girl becomes the "little sister" of a sophomore, junior, or senior "big sister." They receive guidance and advice about after-school activities and problems of adjustment. "Little sisters" and their mothers are entertained at a series of teas given by "big sisters" during the early fall.

Similarly, nineteen senior boys each act as advisers to a group of at least eight freshman boys with whom they meet the first day of school and at varied intervals throughout the year. The senior boys usually have freshman boys in their groups on the basis of interests such as music, art, shop, athletics, and the like as brought out in their early registration questionnaires.

Another means of getting the freshmen better acquainted with other students in high school is an acceptable program of initiation which is now in its sixth year of operation by Student Council. The program has virtually eliminated hazing and other unauthorized practices.

In setting up this program, freshmen receive mimeographed instructions at a class meeting Friday of the shortened opening week of school. These regulations go into effect the following Monday and remain effective the entire week. Usually they require freshmen to wear green hats bearing a label cheering the seniors. These hats must be worn before and after school and during lunch periods, but not in class. A prize goes to the wearer of the "best" hat and a penalty to the wearer of the "worst" hat as judged by a Student Council committee.

Freshmen are confined to the use of the back stairs of the building during this week. Other regulations include their standing at lunch time. They must address all seniors with respect. Seniors must wear class emblems or badges for identification. On specified days freshmen must perform menial tasks for seniors such as shining shoes or carrying books.

On the final day of initiation week, freshmen must be able to sing the "Alma Mater" or "Pep Song." They must also wear a slogan pertaining to school loyalty worked out in school colors. These slogans are collected at the end of the school day, and Student Council awards prizes to the best.

An All-School Mixer on Saturday night closes the initiation observances. At this time, the floor show consists of a mock court held for the purpose of dealing with violators of initiation rules. These violations have been written out by teachers, seniors, or freshmen, signed by the complainants, and placed in a sealed box in the main corridor of the school. All initiation observances are confined to the school between the hours of 8 a.m. and 3:30 p.m. Classes may not be disrupted, and all pupils must be punctual to class.

Following initiation week, faculty members fill out questionnaires as to the effectiveness of the procedures, and both freshmen and seniors are likewise polled regarding the effectiveness of the initiation. Both students and faculty are looking forward to the shortening of initiation activities to less than a week.

Besides social and extraclass orientation projects, there are many completed inside the classroom as well. During the opening weeks of school, all freshmen in English classes spend several days learning about the school library and participating in individual and group activities which will acquaint them with each other.

The same is true of the social studies classes, where pupils learn about school and community resources and get a detailed introduction to after school activities such as sports, girls' pep club, girls' athletic association, band, orchestra, chorus, and the like.

Another effective procedure is the use of senior panels from sociology classes in freshman social studies classes to discuss with freshmen their adjustment in high school.

By the end of the first month of school, the freshmen have held a caucus to find suitable candidates for class officers and Student Council member-at-large. A class election follows, and by the second month, one seldom thinks of isolated individual freshmen, for in Hinsdale Township High School each one is an important, working member of the total student body.

ASSEMBLY PROGRAMS

for May

The merry month of May brings a climax in school activities. Flowers announce the coming of summer. Lilacs, lilies, and roses make attractive decorations, but carnations are appropriate for the Mother's Day assembly program.

During the month, graduating seniors are featured by a host of activities. An open diploma may be made up to announce the various programs. Similar diplomas may be handed out for publicity.

May is also another patriotic month. Flags can be used instead of flowers. This would be a good month to ask an alumnus who has been in the armed services to speak.

Facing An Audience

"When the student body elects a person for president who can not face the assembly, what shall we do?"

This problem has been presented by several principals.

The following suggestions may help the student to gain poise when facing an audience:

1. Once you've agreed to speak, don't fuss or worry about the kind of a job you'll do. The world seldom sees or hears perfection. It is not as important to do the unusual as it is to do everyday things unusually well. All that is expected is that you do the best you can.

2. Think of your audience as friends. Look at the friendly faces. Do not worry how your voice will sound. You would not recognize it if you heard it on a recording. The important thing is to record your thoughts on the minds of your listeners. Have confidence in yourself. It will give your audience confidence in what you're saying.

3. Do not read from a manuscript. Talk from it. Vary the speed of your phrases in order to avoid monotony. Some phrases naturally need to be spoken rapidly. Others are best said slowly and with emphasis.

4. Use a clear, even tone. Remember what Shakespeare wrote of Cordelia? "Her voice was ever soft, gentle, and low; an excellent thing in a woman." Keep a low tone; it gives more carrying power to the voice.

5. Use words that all people understand. Cultivate a knack for selecting colorful, melodious ones like joyous, honorable, and home. A good vocabulary is an asset, and a confidence booster

UNA LEE VOIGT

*Enid High School
Enid, Oklahoma*

to anyone who faces an audience for the first or fiftieth time.

6. You can gesture if you feel like it. Gestures are used to emphasize thought, but you may get the same effect by inflection. That is the rise and fall of voice—as saying "yes" six different ways to imply surprise, concern, disgust, suspense, anger, or love. Vary the pitch of your voice often to avoid any of the Johnny-one-note monotony that may lull an audience to sleep!

7. Smile. A smile is the same in every language and laughter is a universal language which every individual understands. Using humor in a speech is like using oil on a squeaky wagon. It has excellent lubricating value.

8. Arrive early. "The early bird" always has the satisfaction of watching others. He sums up his audience and he covers his stage fright with poise. Start and stop on time.

9. "Keep your chin up" when speaking. Confidence in yourself imparts inspiration in others. Say something worthwhile. Simple rules are: "Be brief, be sincere, and be seated"—three not so polite are: "Stand up, speak up, and shut up!"

MAY DAY ASSEMBLY

Suggested Scripture: Psalms 30:1-5

The first week of May is known as Boys' and Girls' Week and is climaxed in Child's Health Day, May 1. Every day of the week has a different theme according to the committee for boys and girls.

May Day is centuries old. In old England, the people trooped out into the woods on May mornings. The girls rubbed their faces in the dew so their cheeks would be rosy all year. In every village green, maypoles were wound in bright colored streamers. Little children filled may baskets with flowers and left them at the doors of their favorite friends. This tradition is kept in many localities of Oklahoma. Legendary customs, "old and new," furnish a gold-mine of ideas for assembly programs.

Rural schools have traditional May Day Assemblies. Music, folk games, and maypole windings are included in the program. A primary

teacher in Enid, Theresa Druley Black, has an annual May Day Maypole winding for primary students and parents.

Emphasis on what makes good health can be presented as a concluding number. Statisticians claim a large number of school children need to learn the importance of breakfast. When teaching a lesson to the audience, the script writer should carefully present an objective point of view and lead the audience to arrive at the conclusion through inductive reasoning.

Enid High School has a traditional May Day assembly or May Fete. The public is invited and thousands view the activity. The fete takes place at the Government Springs Park. The school orchestra, glee clubs, speech, and physical education departments participate in the ceremonies.

The main feature is the crowning of the May Queen. Members of the graduating class in formal dress promenade by couples around the lake. Escorts and girls form a colorful background for the coronation.

Several gondoliers bring lovely costumed singers to the festival in boats.

After the crowning, members of the chorus sing and members of physical education classes present various folk dances in appropriate costumes. Then the activity ends with the winding of three large maypoles. The participants are girls dressed in pastel formals.

Simplification of this activity may be given in the assembly. The Maypole can be erected in a large box filled with sand. A few of the traditions presented in a thirty-minute program of song and speech need not be elaborate.

If the school audience needs to laugh, a satire is enjoyable. Caricature is a coarse form of entertainment. If rowdyism results, the time is wasted.

Pupils need to learn that the good listener is not always looking for faults or laughs. Good entertainment creates high ideals and pleases the audience which is composed of students, college graduates, and guests.

Comedy should be broad and subtle. It can be projected through pantomime and character-

ization. Slapstick is the broadest; it brings laughter at another's misfortune. Burlesque and caricature are the exaggerated actions of an individual, business, or characteristic. The problem of the director in satire is to present a subtle, witty comedy. Faculty members or students may agree to present a May Queen Satire. The emcee acts as a promoter of the beauty and talent contest.

The speech and physical education departments select a tall athlete as a candidate known as Annie Athlete. The speech teacher in a laudatory speech presents Annie to the audience. She does a ballet as "The Glowworm" is played. She also gives a short, dramatic reading.

Susie Science is a science instructor. She carries a red bud corsage. Her talent is changing water into a red liquid and other forms of magic. The art department is her sponsor.

Baby Eco or Voco, a member of the industrial arts or vocational department, concludes with a magic stunt about foods or dress. She is promoted by the home economics group. In reality all the candidates are men in girls' costumes.

After the presentations, the audience applauds and one is selected to be crowned. The coronation is done with exaggerated seriousness. The crown is a coke carton.

A serious talk concludes the program. The subject is "Freedom to Laugh." The highlights of the speech should be: "Laugh and the world laughs with you."

MOTHER'S DAY ASSEMBLY Student Council

Suggested Scripture: Proverbs 31:15-28

Honoring the mothers of students furnishes a goal for a worthwhile assembly for the second week of May. Mother's Day is May 11.

The publicity committee issues the invitations; the courtesy committee registers the guests, escorts them to various rooms to view exhibits, and shows them where to sit in assembly. All other committees make careful plans for the program.

The address of welcome is given by the president of the student council. A response from a mother follows. A short eulogy to mothers is given by a student.

The program is a series of short skits showing how mother has contributed to the success of her children.

Here is a suggested list to follow:

Skit I—First Day of School: emphasizing the mother's waiting at home.

Skit II—The Broken Window: shows how mother taught honesty and fair play.

Skit III—Apple Pie: presents the problems of



a family who is tardy at meals.

Skit IV—Getting Ready for Sunday School: tells how she gives spiritual guidance.

Skit V—The Book Reports: relates how mother helped with lessons.

Skit VI—The Understanding: shows how mother understood dating, play rehearsals, and disappointments.

Titles to the skits are suggestive; between scenes are musical numbers as "Wonderful Mother of Mine" and "Dad's and My Best Girl."

The speech department has students who can interpret cuttings from the Broadway hit, "I Remember Mama." One especially appropriate for May is "Mama and the Graduation Present." "Mothers of Men" is rich with dramatic device. It is a cutting from the play by Percival Wilde.

"My Little Boy," by Charles Ewald is a charming story showing how a mother teaches her son tolerance, honesty, and the true values of life. It is not difficult to interpret and would please the audience.

At the conclusion, special recognition is given to the mothers. These may include inexpensive gifts. A list of suggestions includes honors:

1. To mothers whose children had perfect attendance.
2. To the mother who came the greatest distance.
3. To the mother of the most children in school.
4. To the mother of twins.
5. To the mother of the most graduates to date.

ROSE ASSEMBLY

Student Council

Suggested Scripture: St. Luke 12:27-31

The purpose of the rose assembly can be to entertain. A girl costumed as a gardener may sing any rose song.

Grandmother's rose jar is a large jar made from beaverboard or canvas. Girls dressed as roses step from the jar and may sing or dance.

Three giant rosebuds are on the stage. From them, girls emerge to bring honor to the school, selected students, or teacher.

Talks are entitled "Tea Roses." The theme centers with words that begin with tact, truth, or training. Garden hints presents the opportunity for a short talk on rules of growing up. Budding is the talent unfolding. Pupils who have shown special abilities may be named. Ramblers are the outstanding athletes. Thorns are the obstacles that have been overcome. Kinds of roses are also appropriate for speech subjects.

Among rose songs are "Moonlight and Roses," "Roses of Picardy," "When You Wore a Tulip

and I Wore a Big Red Rose," and "Last Rose of Summer." These are all good songs for acting.

Costumes are made from crepe paper and green cloth. A large piece of cloth or flat is appropriate. On it can be painted rose bushes. At different places holes are cut. Faces of participants form the centers of roses. A girl appropriately costumed appears as the gardener.

LIFE, LIBERTY, AND THE PURSUIT OF HAPPINESS

Television Demonstration

Teacher's Committee

Sandara Wilson: A talk emphasizing principles of television.

Announcement by Pages—Belva Clark, Beverly Diener: This is your program Life, Liberty, and the Pursuit of Happiness presented by Enid High School.

Mary Bouchard: Statue of Liberty on white pedestal repeats motto inscribed on base.

Emcee—Dick McKnight: I am Dick McKnight. I speak for Uncle Sam. Freedom is our birthright. Americans have no fear of tyrant power or sight of lord or rank. We tower above the kings and rulers of the earth. We are the sons of patriots who worship God. We breathe the air of liberty and know no law save right and justice for each man. We bring the facts of brotherhood and speak the joys of honest toil and educated mind. We look toward opportunity with liberty and justice for all. . . . And now we'll show you what makes America great. In the Elementary School you can see the spirit and guidance play a great part. It's opening exercises for the school day in Enid, Oklahoma. This is the third grade at Garfield School.

Garfield School: Opening Exercises: (Spiritual and Patriotic.) Pupils give flag salute, scripture reading, and American Creed.

Dick McKnight: Yes, that's the way Enid schools start the day. Next we will see Democracy in action from Emerson Junior High School. This panel of junior high boys was directed by Mrs. Ardis Bouher.

Emerson Panel: (Five boys tell of activities carried on in citizenship training.) Clean-up Campaigns, Howdy Week, and Proctor System were discussed by panel.

Dick McKnight: They're learning to be good citizens in our junior high schools. Now we will peer into higher education and learn what colleges are doing to train good citizens. We present Robert Cooley and Miss Carolyn Sprague, students from Phillips University. Robert is President of the Student Council. These young people will tell us how good citizenship is learned in college.

Phillips Students: Robert Cooley and Miss

Carolyn Sprague discuss the honor system used in college.

Dick McKnight: That's the way Americans learn to be good citizens at our universities. Now let us listen through the voice of song and learn how Democracy rings from happy hearts. We present the Enid High Chorus under the direction of Miss Maurine Morrow.

Chorus: Songs, Waring arrangements: America, Our Heritage—Hawley Ades. No Man is an Island—Ringwald.

Elaine Neill: Voice of Democracy speech by Elaine. It won first in Oklahoma, over 4,000 students.

Chorus: Closing song completed.

Karen Crowley (In cap and gown): Speaks for Education: I am Education . . .

Pages—Belva and Beverly: (Carrying facsimile of Declaration of Independence. This your heritage as written in this document: "We hold these truths to be self-evident."

Dick McKnight: You have seen and heard how Americans learn of Life, Liberty, and the Pursuit of Happiness. Elaine Neill spoke for Democracy and Karen Crowley spoke for Education. We bid you goodnight.

RADIO PROGRAM
Printing Department

**Written and Directed by Dick McKnight,
and Rookey Dykes.**

Sound: Three knocks.

Clerk: The court is now in session, Judge Rookey Dykes presiding.

Judge: Miss clerk, what is the first case on the trial docket?

Clerk: Case No. 2315. Enid High School versus Enid High printing department, in the school court of justice, Enid, Oklahoma.

Judge: Mr. Prosecuting Attorney, will you state the charges?

P. A.: Enid High School charges that the printing department is not coming up to the standards it should in helping the high school uphold its fame.

Judge: How does the defendant plead, guilty or not guilty?

Defense Attorney: Not guilty, your honor.

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Judge: Miss clerk will you please call the first witness?

Clerk: Will Mr. David Hemphill, representing the Enid High School printing department please come forward?

Sound: Shuffling of feet.

Clerk: Mr. Hemphill raise your right hand. Do you promise to tell the truth, the whole truth, and nothing but the truth, so help you God?

Witness: I do.

Clerk: You may be seated.

Judge: Mr. Prosecuting Attorney, you may question the witness.

P. A.: Mr. Hemphill, is there any way in which the printing department has helped Enid High School?

Witness: Printing the school paper promotes school unity—publications create interest in school activities and in basic subjects. Students of Enid High School like to see their pictures and names in print. They like to see achievement. Through the exchange of papers with other schools Enid High is publicized. All printed forms are made by the advanced printers in printing classes.

P. A.: Is it true that the student directories were not printed at the scheduled time?

D. A.: I object on the ground that the question is incompetent, irrelevant, and immaterial.

Judge: Objection overruled, proceed with the questioning.

Witness: That is true, the directories were not out at an earlier date as promised.

P. A.: Can you offer a reasonable explanation for the delay?

Witness: The reason the directories were not out at an earlier date is: the tremendous job of assembling of information, typing, setting into type—yes, there was the reading proof, and printing, too.

P. A.: Mr. Hemphill, is it true that the printing department prints all the material for the Enid schools?

Witness: Yes, with just a few exceptions.

P. A.: Well, don't you believe all this outside work takes up so much time that the printing department can't devote enough time to Enid High work?

Witness: No, because most of that is done during the summer.

P. A.: Isn't it a fact, the department is using a 1903 model printing press?

Witness: Yes, it is.

P. A.: Well, it seems logical with one this old that the work which came off of it would not be satisfactory, will you please explain this?

Witness: This was a financial reason; it was \$800.00 or \$8,000.00 or rather an old press or nothing.

P. A.: Your honor, the prosecution rests. It has shown by this witness that antiquated equipment is being used, that the printing department is doing work for other schools and that at least part of its work has not been published according to schedule.

Judge: Mr. Defense Attorney, you may cross examine.

D. A.: Mr. Hemphill, will you please tell the court why we have a printing department and why it is necessary?

Witness: The objectives of the printing department are three-fold: General Education, Vocational Training, and Avocational. During the first year the students work on lesson sheets that give them the fundamentals of the trade, stimulation of student's interest in academic subjects, and a general educational experience.

D. A.: Now then, could you tell us something of the volume of work that is put out?

Witness: Yes, several hundred printed forms each year for all the 13 grade schools, two junior highs, and two senior highs. Besides this, printing is done for the warehouse, and for the clerk of the Board of Education.

D. A.: In referring to a question by the prosecuting attorney concerning the year model of the press, would you explain to the court whether or not this machine is efficient and turns out good work?

Witness: Satisfactory work. Better than before.

D. A.: Your honor the defense rests and points out to the court that even though the printing press is old, it prints the Quill Weekly, and does good work. It is entirely adequate for this purpose. The witness also shows that the printing department puts out not only all the necessary work for Enid High School, but also, does a large volume of work for the entire school system, and that it furnishes a training for a life work for 40 Enid High School students a year.

Judge: The case is now submitted to the jury. During the deliberations of the jury, court will adjourn.

Clerk: During the court's recess, here is an important announcement.

Judge: Has the jury reached a verdict?

Jury: We have, your honor.

Judge: Mr. Foreman, will you hand me your verdict?

Sound: Music.

Judge: We the jury, being duly impaneled to try the case of Enid High School versus the Enid High Printing Department do on our oath, find the defendant not guilty by an unanimous verdict.

Judge: Case dismissed.

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EDUCATIONAL FILM GUIDE

The eleventh edition of the Educational Film guide which has been completely revised and improved to 1953 has just been published. It contains many new features and is perhaps the most complete listing of non-theatrical films. Descriptions of more than 11,000 films are given. The guide lists for \$7.50. With supplements through 1957 the cost is \$12.50. The H. H. Wilson Company, 950 University Avenue, New York 52, N. Y. —N. J. Educ. Review

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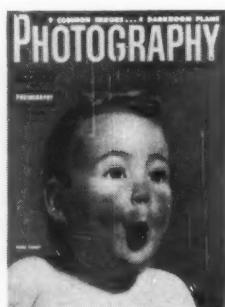
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News Notes and Comments

Hobby Clubs Are Valuable

"Hobby clubs meet twice a week and change every six weeks. This method gives the child an opportunity to learn many hobbies during the school year." This statement was made by George Voigtlander, adviser of "Smoke Signals," official publication of Intermountain Indian School, in an article in **The School Press Review**. The Navajo Indian School has an active Student Council, youth clubs, aquatic training, hobby clubs, exchange letters with students in other lands, and enjoys a full life of activities.

Have Science Fair

Morgantown, West Virginia, High School promoted a Science Fair which enjoyed great popularity and participation according to Mary A. Whitman in **The W. V. School Journal**. Amazing demonstrations and exhibits were prepared and promoted by the departments of science and mathematics. Prizes were awarded to the winning exhibits and performers.

Safety Honor Roll

George P. Silverwood, Green Bay, Wisconsin, Public Schools, suggests that schools all over the country participate in the program sponsored by the National Safety Council. A National School Safety Honor Roll is issued by the council to schools which are stressing safety in their educational program. Write to the Council, 425 North Michigan Avenue, Chicago 11, Illinois, for an application.—Wisc. Journal of Educ.

New Money Crops

Jan Willms, editor of the School Yearbook in Gooding, Idaho, High School, tells how they raise money—in the January issue of **Photolith**. Student "night clubs" and a Co-op store prove to be "naturals." The school does not believe in ad selling, consequently, other methods of financing are essential. Other methods of earning money are cake sales, selling pictures, book refunds, concessions at athletic events.

A Garden Unit

Leah Nowell tells about an excellent project, "Our Garden," in **The C. T. A. Journal**. Results have been gratifying, students are united in a common endeavor, and the promotion has been projected into the community. The students' pride in their gardening unit seemed to become an integral part of their thinking—children censor each other if they drop paper on the ground

or if a forgetful child fails to scrape the mud off his shoes before entering the building. The students and teachers of the new school of a few months feel that they are one happy family of parents, teachers, and children who really believe in their school.

An Aid For The Yearbook Staff

A comprehensive guidebook to help you in the preparation of your school yearbook has been published by Art Instruction, Inc., of Minneapolis, Minnesota, as a part of its special student service. The book entitled, "Your School Yearbook: An Opportunity in Art," was especially prepared for art students who are members of high school and college yearbook staffs, and is made available free of charge to yearbook advisers and students actively engaged in yearbook production.

In the interest of preparing a finer, more interesting yearbook, the authors suggest that you write today for your copy of "Your School Yearbook: An Opportunity in Art." Please indicate whether you are a faculty adviser to the yearbook staff, school art instructor, or a student art editor. Address, Art Instruction, Inc., Minneapolis, Minnesota.

Bicycle Business

To avoid bicycling hazards, children need instruction in safe habits of riding. This, says the American Medical Association, is a job for both parents and educators. Bicycles take about 600 lives annually. Nine out of 10 deaths occur among males, with boys 5 to 19 years of age constituting 70 per cent of all victims of both sexes.

The concentration of deaths from bicycle accidents among females ages 10 to 14 years is greater than among males. This seems to indicate that young girls, like young boys, are frequently too venturesome.—North Carolina Education

Safety Checklist

The National Commission on Safety Education has published a revised and enlarged edition of the "Checklist of Safety and Safety Education In Your School."

The edition contains new sections on driver education and civil defense among the 325 items which will serve to give schools a good overall view of the safety of the physical plant and of the effectiveness of the safety education program.

Primary purpose of the "Checklist" is to provoke thought and thus to stimulate action. Single

copies, 50 cents. Write the Commission in care of National Education Association, 1201 16th Street, N.W., Washington 6, D. C.—School and Community

Picture Show

The art department purchased twenty good-looking picture frames, complete with glass, but with a back arrangement which made assembling easy. These frames have been put in the main halls and in the lunchroom. Each week new pictures made by art students are put in the frames. The result is a never-failing source of interest and attention on the part of hundreds of students and parents.—L. Edmond Leipold, Principal, Nokomis Junior High School, Minneapolis, Minnesota—The Clearing House

Children Become Diplomats

Through participation in a project announced by the International Communications Association, 317 Citizens Building, Cleveland, Ohio, your class may help spread world understanding.

Every school in the U.S., participating in this program, will receive phonograph records dealing with student life in Holland and Norway; photographic displays, picturing the school, home, and cultural activities of students in these countries; and the name of a school in both Holland and Norway to which the participating school may send photographs, exchange correspondence and art work.

Interested schools may obtain information by writing to the Association in Cleveland—Minn. Journal of Educ.

Student Government

For thirty-seven years, the student government organization of our junior high school has been evolving and contributing richly to the development of sound, effective citizenship. The association is in actual practice a junior partner in school administration. Its council, court, and twenty-three administrative departments involve more than 60 per cent of the students in elective office and bring almost 50 per cent of the professional staff of the school into actual positions of sponsorship. The association affords to every student in the school at least one period each week for "grass roots" civic activities.—Robert W. Clark, Sayre J. H. S., Philadelphia, Pa.—Pennsylvania School Journal

Conservation Group Formed

The Conservation Education Association was organized at Purdue University, as a national professional group to promote conservation education. It supersedes the National Committee on Policies in Conservation Education which was dissolved, according to the new president, Dr. A. G. Peterson, president of the Eastern Montana College of Education.—W. V. School Journal

Foreign Study and Research

The Ford Foundation Board on Overseas Training and Research has made available information regarding study and research fellowships to be issued in 1954-55.

Write to the Foundation at 575 Madison Avenue, New York 22.—Minn. Journal of Education

Play vs. Instruction

Sometimes, in observing playgrounds, I note that the playground director becomes so involved in the instrumental skills that the youngsters go over to a corner where they won't be bothered with instruction, and get into recreation. I have a feeling that we are sometimes so anxious to instruct that we interfere. Sometimes the individual wants to work it out for himself.—Harvey Holt, Youth Leaders Digest

Birds Sing In High Pitch

According to a report in *Time*, most bird songs are not heard in their entirety by human ears because of the high pitch. Birds' ears are, however, so quick that they hear the songs. The audiospectrograph shows that many birds can hold as many as four simultaneous notes.—The Instrumentalist

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How We Do It

OFFICIAL HIGH SCHOOL RECEPTIONIST

Recently I had the pleasure of escorting Dr. Eastburn, President, Arizona State College of Flagstaff, through some of the high schools of Northeastern California. In the course of our travels we had the opportunity to evaluate the social and academic atmosphere of several high schools. We were interested in what we saw at all of the schools but were particularly impressed with the reception we received at Chico High School located in Chico, California.

As we entered the main entrance of Chico High School we were approached by a very charming high school girl who said to us, "Good morning, welcome to Chico High School, I am Mary Smith, may I be of assistance to you." We introduced ourselves, thanked the young lady, and inquired where we might locate the principal of the school.

She very efficiently escorted us to the office of the principal and introduced us individually to him in a very competent and gracious manner. He, in turn, thanked Mary and with a pleasant, "You're welcome," she graciously made her exit from our presence.

Needless to say, that after such a cordial and warm reception we felt immediately that we were in a friendly school. Conversation with the principal revealed the fact that this young lady was one of several students who were selected to act as official receptionists for each period of the school day. We also learned that such training and experience was an integral part of the course content in the social studies, which all of the students receive at Chico High School.

When we had completed our visit and as we were approaching the main entrance to the school in preparation to leaving, a young man came up to us and said, "Please come back and visit us again." You can imagine our innermost reactions after experiencing such a cordial and hospitable reception. We went away with the feeling that Chico High School was a friendly school.

It is evident that the young people in this high school are receiving a functional type of social experience that not only adds to their social competence but also their ultimate stature as well adjusted young men and women. Such training not only results in sound public relations but gives evidence of a well balanced high school both socially and academically. Democ-

racy cannot help but flourish under such an environment as evidenced in this high school. It might be well for all high schools throughout our great nation to develop a similar type of functional citizenship education.—Dr. J. Russell Morris, Professor of Education, Chico State College, Chico, California

THE ANGLER AND FLY-TYING CLUB

In Watauga County, Boone, North Carolina, where the mountain air is purified as it filters through the hemlock; and sweetened as it touches the balsam, the laboratory school of Appalachian State Teachers College has set the pace again. This time Appalachian High School has organized, as far as local fishermen know, a brand new school club, the Angler and Fly-Tying Club, as part of its extracurricular program.

Such a club, under Coach Leroy Rogers, came into being in September, 1952, because he and others believed it would contribute to the curricular, physical, social, educational, and civic learning and adjustment of the pupils.

The group of twenty-sixteen boys and four girls—began its club with \$25 worth of initial equipment. By vote of the members, dues of \$1 per year were set to defray expenses, replace materials, and add equipment.

Aims set for the club are listed:

1. To learn to tie flies.
2. To learn proper care for equipment.
3. To learn proper skills of and methods for using equipment.
4. To create among teen-agers a genuine interest in fishing.
5. To familiarize pupils with regulations set up by the North Carolina Wild Life Resources Commission and to engender in them respect for the same.

Club activities throughout the year caught the attention and interest of the public, as well as of members of the student body and club itself. Every member learned, step by step, how to tie his own flies, as well as cast and take care of fishing equipment.

Along with other clubs, the Angler and Fly-Tying Club planned and executed an attractive float for the home-coming parade.

Then the club, knowing the temptation that the opening of trout season would bring, set up rules for a fishing contest with prizes—\$5 first, \$3 second, and \$1 third—for the Saturday follow-

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FIFTY-SQUARE-INCH CUTS				
\$5.85	\$5.90	\$6.45	\$6.55	\$10.45
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ing the opening day, in order to encourage pupils not to play **hookey** on the opening day.

Rules for the contest follow:

1. Fish must be caught in Watauga County on Saturday following the opening day of trout season.

2. The fish must be checked in at the designated hardware store between 7:30 o'clock a.m. and 6:00 o'clock p.m.

3. All local high school pupils are eligible contestants.

4. No pupil may win more than one prize.

5. In case of tie, the first fish checked in will be given preference.

6. The contestants must abide by North Carolina Resources Commission laws and regulations.

Although the club had set aside money out of the treasury for prizes, in this mecca for fishermen, sports-minded citizens came to the aid of the club and contributed dollars enough for the prizes. A local hardware store served as a weigh-in station, and about twenty participants went in pursuit of those finny scrappers. The aim of the club had been fulfilled. Not one school boy had played **hookey** on the day that trout season opened.

County superintendents of Western North Carolina, the mountain counties, might like a suggestion which students and teachers would dearly love—to declare a holiday each year on the day trout season opens and designate it as "Mountain Holiday."

A good club is a growing club and so, Appalachian High School Angler and Fly-Tying Club has plans for next year. The club members who have had a year's experience will act as advisers for a beginners' club and also get advanced training in such activities as making their own plugs and popping bugs.

Do you think a youngster can learn fishing and not let it get in his blood! The fellow who stays close to nature has no time to be a delinquent. His desire for activity is gainfully fulfilled when he goes to Howard's Creek, Meat Camp Creek, Laurel Creek, Dutch Creek, Boone Fork Creek, New River, Watauga River, Tater Hill Lake, Watauga Lake (just across the Tennessee line) and casts for brown, speckled, or rainbow trout or bass, blue gill, and crappie.

Look to the mountain streams, listen to the



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rippling music, and dip your hook in the crystal magic!—Leroy Rogers, Coach and Assistant Principal, Appalachian High School, Boone, North Carolina

PLAN FOR KEEPING STUDENT ACTIVITY FUNDS

There are many plans used in handling and recording school activity funds. The Sioux City, South Dakota, Schools reorganized their plan of Student Activity Funds and adopted the plan for use in March, 1953.

The overall fiscal policy shall be as follows:

1. The Principal shall be responsible for the establishing of such accounts as he deems necessary within said Fund, and shall furnish to the Treasurer, Superintendent of Schools, and Board of Education, a list of the Student Treasurers (if any) and Faculty Advisers (if any) of said accounts, not later than October 1st of each school year.

2. The Principal shall be responsible for the approval of all purchases, services, or obligations when presented on a prescribed voucher form to which underlying invoices and statements have been attached, said voucher having been signed by the Faculty Adviser and Student Treasurer (if any). Payments by the treasurer are therefore contingent upon the receipt of a voucher (to which underlying invoices and statements have been attached) that has been signed by a Faculty Adviser and Student Treasurer (if any), and approved by the Principal. Vouchers may be approved by the Assistant Principal in the absence of the Principal.

3. No purchase, service, or obligation shall be incurred unless sufficient funds are on hand in said account to meet said purchase, service, or obligation. This prevents any account from being in an overdrawn condition at any time. Any commitment which would create a debt in any account shall be submitted by the Superintendent

of Schools to the Board of Education for prior authorization.

4. All purchases, services, or obligations which are in amount of \$300, or more shall be submitted by the Principal to the Superintendent of Schools for prior authorization. All purchases, services, or obligations which are in amount of \$500 or more shall in turn be submitted by the Superintendent of Schools to the Board of Education for prior authorization.

5. No purchase, service, or obligation shall be incurred which would draw upon any account which is not classified as a regular student activity account or for which there is not a faculty adviser, without the prior authorization of the Superintendent of Schools. Examples of such accounts would be as follows:

- (a) Ackerman, M. L., Scholarship
- (b) Interest Income
- (c) Miscellaneous General

6. All obligations shall be submitted to the Treasurer for payment by the end of the fiscal year in which said obligation was incurred.

7. All receipts from the sale of admissions to athletic events or similar sources shall be reported on an admissions report form and signed

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by the Faculty Adviser and Chief Ticket Seller (if any). Said report is to be made in triplicate with a copy to be filed with the Principal, Superintendent of Schools, and Board of Education on the day following the event.

8. A petty cash fund, not to exceed \$12.00 may be established to take care of small or emergency payments. The Principal shall retain receipts to cover such payments and shall attach said receipts to a voucher form, indicating the accounts to be charged, and shall submit said voucher to the Treasurer for reimbursement.

9. The Treasurer shall not transfer any money raised for a specific purpose, or assigned to a particular account, to another account without the approval of the Principal. Said approval shall be in writing and made a part of the files of the Treasurer, subject to audit.

10. The Treasurer shall prepare a monthly financial report, setting forth the assets and a list of account balances of said Fund, with copies to be filed with the Principal, Superintendent of Schools, and Board of Education.

11. The Faculty Adviser of any organization or activity that keeps money in the W.H.S. General Fund shall be required to keep an independent record, recording all money received and turned in to the Treasurer, and recording all orders issued for money to be checked out of their account. The faculty adviser shall use the standard form provided, so that the records of all faculty advisers in this regard shall be uniform. The faculty adviser shall carefully preserve and file the receipts for money turned in to the Treasurer and shall preserve and file a carbon copy of each voucher issued to the Treasurer (with the approval of the Principal) for the payment of money.—Submitted by William H. Batson, University of South Dakota, Vermillion, South Dakota.

comedy cues

The Viewpoint

Motorcycle Cop: Judge, this guy was doin' fifty.

Driver: But, Judge, I'm positive we weren't doing over twenty.

Passenger: Frankly, your honor, it was a lot closer to ten.

Second Passenger: Yes, and when the officer came up, we were practically at a standstill.

Judge: Stop! Stop, please, before you back into something.

Is That Anatomy?

"The anatomy is divided into three parts—the head, the chest, and the abdomen. The head houses the brain and eyes; the chest houses the lungs, heart, and liver; the abdomen houses the vowels of which there are five—A. E. I. O. and U.

Misplaced Question

A doctor who was superintendent of the Sunday School asked one of the boys this question:

"Willie, what must we do in order to get to heaven?"

"We must die," said Willie.

"Very true," replied the doctor, "but what must we do before we die?"

"We must get sick and send for you."

Comparatively Speaking

Northerner: The Maine winters are so cold, we have to put heaters under the cows so we can milk them.

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